

88 PREVENTION PROGRAMS BASED ON SCIENTIFICALLY BASED RESEARCH: THE LISTS

No Child Left Behind - Title IVA
Safe and Drug Free Schools and Communities
Iowa Department of Education
Spring, 2003

Compiled by
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PROGRAMS BASED ON SCIENTIFICALLY BASED RESEARCH: THE LISTS

NAME	COST	AVAIL- ABLE?		DESCRIPTION	TARGET GROUP					TYPE					LIST				
		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensiv e Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
1. Across Ages Dr. Andrea Taylor, Project Director Center for Intergenerational Learning, Temple University 1601 N. Broad St., USB 206 Philadelphia, PA 19122 (215) 204.6708 andreat46@aol.com	★\$1000 plus expenses for training ★\$500 per day onsite Technical Assistance ★\$1500 to \$2000 per child Annual Implementation	X		Across Ages is a drug prevention project for middle school students comprised of four components: 1) recruiting and training older adults (+55) and matching them as mentors for 6 th grade youth; 2) engaging youth in community service activities; 3) implementing a classroom-based life skills curriculum; and 4) providing activities for family members for the targeted youth.			X					X				M	BP		
2. Adolescent Alcohol Prevention Trial (AAPT) William B. Hansen Ph.D. Tanglewood Research, Inc. PO Box 1772 Clemmons, NC 27012 800.826.4539 www.tanglewood.net donaldss@cgu.edu	Research Project/ Program Materials Not Available. See All Stars		X	AAPT is a substance abuse prevention curriculum designed to address the risk factors of favorable attitudes toward the problem behavior and early initiation of the problem behavior.			X				X	X	X			PP	BP	E	
3. Adolescent Transitions Program Training and Technical Assistance Kathryn Kavanagh, Ph.D. Project Alliance 2738 NE Broadway Portland, OR 97232 Katek@darkwing.uoregon.edu 503.282.3662	For information about the program and costs, contact the address listed. ATP training information at http://cfc.uoregon.edu	X		ATP is a school-based program that focuses on parenting practices and integrates the universal (directed to the parents of all students), selective (The family check-up, offers family assessment and professional support), and indicated (provides direct professional support to parents for making the changes), approaches for interventions within a comprehensive framework.			X							X			BP	E	

Key:

- USDE = U.S. Department of Education
 - CSAP = Center for Substance Abuse Prevention
 - Western CAPT = Western Center for Applied Prevention Technologies
 - NIDA = National Institute on Drug Abuse
 - Blueprints = Office of Juvenile Justice and Delinquency Prevention
- M = Model Program E = Exemplary Program PP = Promising Program BP = Best Practice*

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4. Aggression Replacement Therapy Arnold P. Goldstein Director of Center for Research on Aggression Syracuse University 805 South Crouse Avenue Syracuse, NY 13244 315.443.9641	*\$24- Aggression Replacement Training Book *\$5000 plus expenses for 2-day workshop training *\$7000 for train the trainer	X		ART is an intervention designed for aggressive adolescents and children. Its component procedures are: skill streaming; which teaches a curriculum of prosocial and interpersonal skills, Anger Control Training; to teach youth what not to do if provoked, Moral Reasoning Training, to promote values that respect the rights of others, and help youths want to use the interpersonal and anger management skills taught.			X	X						X	PP				
5. Aggressors, Victims, & Bystanders: Thinking and Acting to Prevent Violence Education Development Center, Inc. 55 Chapel Street Newton, MA 02458-1060 800.225.4276 www.edc.org	*\$59.95 for materials, includes lesson plans, reproducible student handouts, and transparencies	X		The curriculum is composed of 12 classroom sessions that deal with violence among peers as well as the separate but interrelated roles of aggressors, victims, and bystanders that youth play in potentially violent situations. The backbone of this curriculum is the four-step Think First Model of Conflict Resolution. The model helps students pause and keep cool, understand what is going on before jumping to conclusions, define their problems and goals in ways that will not lead to fights, and generate positive solutions.			X			X				X	PP				
6. Al's Pals: Kid's Making Healthy Choices Susan R. Geller President Wingspan, LLC PO Box 29070 Richmond, VA 23242 (804) 754.0100	*\$1095 / classroom, for training & curriculum kit *\$845/ classroom with one teacher *Training for 30 participants	X		Al's Pals offers a systematic approach to teach children social and emotional skills. When Al talks Children listen and learn to: express feelings, care about others, make and keep friends, stop and think, gain self-control, accept differences, solve problems peacefully, use kind words, keep themselves safe and healthy, and understand that tobacco, alcohol and other drugs are not for children. A 46-lesson interactive curriculum delivered by train classroom teacher.	X	X				X	X	X	X	X	PP	E			

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7. All Stars Tanglewood Research, Inc. PO Box 1772 Clemmons, NC 27012 336.766.3940 bill@starz.com www.allstarz.com	*\$165 - core program guide *\$175 - consumable materials for 25 students *\$35 - booster program guide *\$250 - 2-day training / participant or \$3000 for up to 20	X		The curriculum was designed to reduce adolescent drug use, sexual behavior, and violence. It was designed to be used by either program specialists or teachers. The versions are the same except for the time of each session. The specialists' version has 24 sessions: 14 are done with whole class, during school, and five are done outside of class in one-on-one sessions.			X			X		X			PP	M	BP		
8 Athletes Training and Learning to Avoid Steroids (ATLAS) Linn Goldberg Oregon Health Sciences University 3181 SW Sam Jackson Park Rd. (CR110) Portland OR 97201 503.494.6559 goldberl@ohsu.edu	*\$1750 plus expenses for training teachers, coaches and peer leaders *\$149.95 for 10 Athletes' Packs	X		Knowledge of effects of steroids on body and on sport. Healthy, natural alternatives to increasing muscle. Stronger team mentality, reduced steroid use, and the belief that coaches do not condone or tolerate steroid use.				X male athletes				X			Ex	M	BP	E	PP
9. Baltimore Mastery Learning/Good Behavior Game Sheppard G. Kellam George W. Rebok Nicholas Ialongo Lawrence Mayer	Costs not available; contact developers for information		X	The Mastery Learning intervention seeks to focus on strengthening reading achievement to reduce the risk of depression later in life. The Good Behavior Game aims to decrease early aggressive and shy behaviors to prevent later criminality. Both programs are implemented in early elementary grades to provide students with the skills they need to respond to later, possibly negative, life experiences and societal influences.		X				X				X		E	BP		PP

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10. Big Brothers Big Sisters Agency Development Office BBBS of America 230 North 13 th St. Philadelphia, PA 19107 215.567.7000	Contact Local BBBS Program		X	BBBSA is a structured mentoring program that has been providing service to youth for nearly a century. BBBSA typically targets youth from 6 to 14 from single parent homes. The intervention addresses the risk factors of alienation and rebelliousness and early and persistent antisocial behavior, and early initiation of problem behavior.		X	X	X						X		PP	BP		M
11. Brief Strategic Family Therapy Coleen Robinson Batista, MSW, LCSW University of Miami Center for Family Studies 1425 NW 10 th Avenue, 3 rd Floor Miami FL 33136	*\$6000 - Package I Overview for up to 30. *Advanced Packages towards Certification available.	X		BSFT takes place in twelve weekly sessions, lasting about one and one-half hours each. The program addresses the risk factors of early antisocial behavior, family management problems, and family conflict. There are six different dimensions: structure (leadership of the family), flexibility (how families communicate), resonance (the sensitivity of family members to each other), developmental stage (how family members fulfill their roles), Identified patienthood (where does the problem lie?).					X					X		M	BP		PP
12. Bry's Behavioral Monitoring and Reinforcement Program (Formerly Preventive Intervention) Brenna H. Bry, Ph.D. Graduate School of Applied and Professional Psychology Rutgers University 152 Frelinghuysen Rd. Piscataway, NJ 08854-8085 732.445.2189 bbry@rci.rutgers.edu	Training costs \$1000 and follow-up sessions cost \$125 an hour manual is free	X		The intervention involves 4 components: weekly report cards, discussion of report cards, parental contact, and booster sessions in later years. Program staff compiles a weekly report card based on teacher interviews regarding behavior in the classroom. Students meet with staff in small group sessions to discuss the report cards. Positive reports elicit praise and approval while negative reports elicit discussions of how the student can improve. Parents are kept informed and after two years of the intervention, students attend booster sessions given every two weeks in the same format.			X	X						X		PP	BP		PP

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13. Bullying Prevention Program (Also Olweus Bullying Prevention Program) Dan Olweus, Developer Contact: Susan P. Limber Institute on Family and Neighborhood Life Clemson University 158 Poole Agricultural Center Clemson, SC 29634 864.656.6320 limber@clemson.edu	Training Costs vary by region of county and number of sites trained \$65 per classroom for materials \$200 per school for assessment	X		This model includes help for school staff and parents in identifying and intervening with bullies and their victims; classroom activities such as role-playing and creative writing, that generate discussions of bullying; and school wide anti-bullying activities. In addition, school wide rules and sanctions for bullying are established.		X	X			X				X		M			M
14. CASASTART Lawrence F. Murray CSW Senior Program Associate National Center on Addiction and Substance Abuse Columbia University 633 Third Avenue 19 th Floor New York, NY 10017 212.841.5208 lmurray@casacolumbia.org www.casacolumbia.org	Approximately \$125,000 per site for training and implementation	X		CASASTART targets youth in high-risk environments, and seeks to reduce their exposure to drugs and criminal activity. The program targets youth who are developmentally vulnerable, living in severely distressed neighborhoods, and are at risk in school, in the family and at personally. There are 8 core components: Community-enhanced policing, case management, criminal/juvenile justice intervention, family services, after-school and summer activities, education services, mentoring, and incentives.		X	X					X			Ex	M	BP		PP
15. Caring School Community Program (Formerly Child Development Project) Denise Wood Public Information Coordinator Developmental Studies Center 2000 Embarcadero, Suite 305 Oakland, CA 94606-5300 (800) 666-7270 denise_wood@devstu.org	*\$1500 to \$2000 for materials/school *\$4000 - 2-day institute for faculty *\$6000 for 3-day train the trainer for 2 to 5 school teams	X		CDP is a comprehensive, multi-year intervention program for elementary schools. CDP program includes a coherent and systematic set of classroom practices and curricula, school-wide activities, and home-school connection activities that, collectively, help schools to become "caring communities of learners"- environments that promote students' sense of belonging and connection to school, and fosters their intellectual development.		X								X	PP	M	M		

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16. Communities Mobilizing for Change on Alcohol Alexander C. Wagenaar, Ph.D. Division of Epidemiology School of Public Health 1300 South 2 nd Street, Suite 300 Minneapolis MN 55454-1015	Research Project; Materials not available		X	This is an environmental strategy that limits minors' access to alcohol through community mobilization. The goal is reducing the sales to minors through increased identification and checks by vendors.			X	X			X					M	BP		
17. Community of Caring Brian J. Mooney Community of Caring, Inc. 1325 G Street NW, Suite 500 Washington DC 20005 202.824.0351 contact@communityofcaring.org www.communitofcaring.org	\$7500 for a two day training limited to 100 people	X		Through training for teachers, values discussions, student forums, parent involvement and service learning, Community of Caring addresses destructive attitudes that lead to early sexual involvement, teen pregnancy, substance abuse, delinquent behavior, and dropping out of school. COC carries five key values: caring, respect, responsibility, trust and family. The five values are articulated and demonstrated in relation to real-life, tough situations where students find themselves without guideposts for sound decision-making. In this way, students develop an understanding of the five values and how they affect life choices and behavior.		X	X	X	X					X	PP				

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18. Communities That Care Channing Bete Company South Deerfield MA 01373-0200 877.896.8532 prevsci@channing-bete.com	*\$3400 for ½ day Key Leader Orientation (80 partic.) *\$5500 2 day Community Board Orientation (40 partic.) *\$3400 – 1 day Community Assessment Training (40 partic.) *\$3400 1 day Community Resources and Strengths Training (40 partic.). *\$8000 2 day Community Planning (40 partic.)	X		The Communities That Care process is an operating system that provides research-based tools to help communities mobilize to promote the positive development of children and youth and to prevent adolescent problem behaviors that impede positive development including substance abuse, delinquency, teen pregnancy, school dropout, and violence. The CTC process helps communities plan, implement, and evaluate proven-effective prevention programs to meet their particular needs		X	X	X	X					X			BP		
19. Coping Power John Lochman, Ph.D. University of Alabama PO Box 870348 Tuscaloosa, AL 35487 205.348.7678 jlochman@gp.as.ua.edu	Materials and Training Not Available		X	Program lasts 15 to 18 months and includes an integrated set of child and parent components. Coping Power is based on an empirical model of risk factors for substance use, and addresses high-risk children's deficits in social competence, self-regulation, school bonding, and positive parental involvement. The CP child component consists of 33 group sessions and periodic individual sessions. Is delivered in school-based settings. The CP parent component consists of 16 group sessions and periodic home visits and individual contacts.		X	X							X		E			

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20. Creating Lasting Family Connections Ted Strader Executive Director COPEs, Inc. 845 Barret Avenue Louisville, KY 40204 (502)583.6820 tstrader@sprynet.com	★\$1224 for curriculum kit ★\$750 for 5-day training per participant ★\$1500 for 10-day training per participant ★On-site training	X		A comprehensive, multi-dimensional, substance abuse prevention program for youth and/or parents. Key elements include: 3 separate youth training modules, Developing a Positive Response, Developing Independence and Responsibility and Getting Real; and 3 separate parent or adult training modules, Developing Positive Parental Influences, Raising Resilient Youth, and Getting Real. The program also includes a community mobilization model.			X	X	X		X	X	X		PP	M	BP		
21. DARE To Be You James Miller-Heyl, MS DARE To Be You, Colorado State Univ. Cooperative Extension 215 N. Linden, Suite E Cortez, CO 81321 970.565.3606	Training (3 days): ★\$3000 for up to 40 partic. (includes materials) ★\$46 community leader manual ★\$150 set of K-12 school curriculum ★\$32 parent training guide ★Other guides and supplemental materials are available	X		The DARE To Be You program is a five-year demonstration project that, through improving parent and child resiliency factors, particularly in the areas of communication, problem-solving, self-esteem, and family skills, significantly lowers the risk of future substance abuse and other high-risk activities.	X				X					X		M	BP		

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22. Early Riser “Skills for Success” Gerald J. August Ph.D. University of Minnesota Div. of Child & Adolescent Psychiatry F256/2B West 2450 Riverside Ave Minneapolis, MN 55454-1495 612.273.9711 augus001@tc.umn.edu	★\$1500 to \$3200 per year for one child	X		ER-SFS, is a multifaceted skill-building program specifically designed for children 6 to 12 years of age with early onset aggressive and disruptive behaviors. The program targets risk factors and associated developmental processes that lead to the development of a pattern of early-starting, serious, and chronic substance abuse. The primary goal is to help at-risk children achieve competence during the formative years of their development. Teaching skills for self-regulation, pro-social peer affiliation, academic success, and positive school adjustment with the support of proactive and effective parenting practices.		X								X		M	BP		
23. Facing History & Ourselves Terry Tollefson Director HR and Evaluation Facing History and Ourselves Nation Foundation, Inc. 16 Hurd Road Brookline, MA 02445 671.232.1595 Terry_Tollefson@facing.org www.facing.org	★\$15 for classroom resource books for 10 or more ★\$150 for 1-to2-day training ★\$575 for weeklong institute ★\$600 for local in-service plus expenses per day and \$15 per participant for materials ★Other resources available on loan	X		FHO is based on the belief that education is a democracy. FHO helps students find meaning the past and recognize the need for participation and responsible decision-making. An exploration of the past, gives teachers the tools to explore new ideas and approaches in developing practical models for civic engagement.					X					X	PP				

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24. Fairfax Leadership and Resiliency (Also Leadership and Resiliency) Laura Yager, M.Ed., LPC,Cpp-ATOD Director, Prevention Services Alcohol & Drug Services Fairfax-Falls Church Community Services Board 3900 Germantown Road, Suite 200 Fairfax, VA 22030 703.934.5476 laura.yager@co.fairfax.va.us	★Fees based on current Fairfax, VA county consulting Rates ★Must hire Program Leader and Program Supervisor/ Manager	X		Leadership and Resiliency is designed to serve selected and indicated populations of adolescents who are currently enrolled in mainstream or alternative high school settings. As a resiliency program, basic assumptions regarding adolescents and the impetus for substance abuse and violence exist within a protective/risk factor framework that is interpreted from a clinical resiliency orientation.				X		X	X	X	X			M	BP		
25. Family Advocacy Network (FAN) Tena St. Pierre, Ph. D. D. Lynne Kaltrelder, M.Ed. N253 Burrowes Building University Park, PA 16802 814.865.9561	Contact Local Boys and Girls Club		X	The FAN Club involves parents of youth participating in Boys and Girl's Clubs of America's SMART moves program and the SMART leaders booster program. The FAN Club strengthens families and promotes family bonding, thereby increasing the resistance of youth drug use.			X	X	X			X				E	BP		
26. Family Effectiveness Training (FET) Jose Szapocznik, Ph.D. Spanish Family Guidance Center University of Miami School of Medicine 1425 NW 10 th Ave. Miami, FL 33136 305.243.4592	Training-available in English or Spanish (5 days) ★A second training would focus on troubleshooting Materials: ★\$18000 includes training and supervision	X		FET is an evidence-based prevention/early intervention modality that successfully reduces conduct problems, personality problems, and immature behaviors; improves self-concept; and strengthens the families of Hispanic children. FET provides the tools to overcome individual and family risk factors through: focused interventions to improve maladaptive patterns of family interaction, skills building strategies to strengthen families, development of bicultural worldview within families to prevent culture clashes between parents and kids.		X Hispanic and Afro-American children			X					X		M	BP		

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27. Fast Track: www.fasttrackproject.org Principal Investigators: Karen Bierman-Pennsylvania State Univ. John Coie-Duke University Ken Dodge-Duke University Mark Greenberg-Pennsylvania State Univ. John Lochman-University of Alabama Bob McMahon-Univ. of Washington Ellen Pinderhughes-Vanderbilt Univ.	Research Project; Materials not available		X	FAST track is a long-term prevention program that aims to prevent chronic and severe conduct problems for high-risk children. FAST track's main goals are to increase communication and bonds, enhance children's social, cognitive, and problem-solving skills, improve peer relationships and ultimately decrease disruptive behavior in the home and school. The program spans grades 1-6 but is most intense during the key periods of entry to school and transition from grade school to middle school.		X	X							X					PP
28. Syracuse Family Development Research Program (Formerly Family Development Research Project) Dr. Alice Sterling Honig Syracuse Family Development Research Program 202 Slocum Hall Syracuse University Syracuse, NY 13244 315.433.4296 ahoning@mailbox.syr.edu	Implementation cost estimated at \$7000 per child; Contact person listed for training and costs	X		FDRP bolsters child and family functioning and affective, interpersonal relationship through home visitations, parent training and individualized daycare. The intervention targets economically disadvantaged families in order to improve children's cognitive and emotional functioning, foster children's positive outlooks, and decrease juvenile delinquency.	X				X					X		E	BP		PP
28. Families and Schools Together (FAST) Lynn McDonald University of Wisconsin – Madison 1025 W. Johnson Street Madison, WI 53706 608.263.9476 mrmcdona@facstaff.wisc.edu	\$39,000 a year	X		FAST is a social support-enhancing program that builds protective factors into the lives of children. After referral by an elementary school teacher, parents who have graduated from FAST make home visits to invite a child and his/her family to participate in the program. Families are clustered in groups of 10 to 12 according to where their children go to school and then attend eight weekly sessions of highly interactive and fun activities run by a team of professional from the community. Following the initial phase, the cluster of families continues to meet and run their own meetings for two years with the support of the FAST team. The purpose is to reach out to socially isolated families creating a support network and encouraging parents to take leadership roles.	X	X	X		X					X		M	BP		

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29. Focus on Families Kevin Haggerty/Richard Catalano University of Washington 9725 3 rd Ave, NE Suite 401 Seattle, WA 98115-2024 206.543.3188/206.543.6382 sdrg@u.washington.edu http://staff.washington.edu/sdrg/	★Training undetermined. ★In 1996 cost was \$3444 per family	X		FOF is a program for parents receiving methadone treatment and for their children, the goal is to reduce parents' use of illegal drugs by teaching them skills for relapse prevention and coping. The parent training consists of a 5-hour family retreat and 32 parent training session of 1.5 hours each. Children attend 12 of the sessions to practice developmentally appropriate skills with their parents.					X			X				PP	BP	E	
30. Functional Family Therapy For Technical Assistance, training and materials: Kathie Shafer, Project Manager University of Utah shafer@csbs.utah.edu 801.585.1807	90-day costs for an average of 12 home visits \$1350 to \$3750 24,500 for entire training package plus travel expenses	X		FFT is an outcome driven prevention/intervention program for youth who have demonstrated the entire range of maladaptive, acting out behaviors and related syndromes. FFT effectiveness derives from emphasizing factors, which enhance protective factors and reduce risk, including the risk of treatment termination. The basic program includes: engagement, motivation, assessment, behavior change, and generalization.		X	X	X			X	X	X				BP		M
31. Growing Healthy Director of Education National Center for Health Education 72 Spring Street, Suite 208 New York, NY 10012-4019 212.334.9470 ncche@ncche.org www.ncche.org	★\$174.95 for curriculum guides per grade ★\$850 to \$2650 for materials depending on grade level. ★\$120 for a grade-level CD-ROM per teacher.	X		This comprehensive school health education curriculum is designed to provide school health teachers with the tools they need to effectively teach health education. Growing Healthy uses cooperative learning, role-playing, small group work, and skill building lessons to teach elementary health education. This program emphasizes decision-making skills and works to improve each student's self-esteem.		X	X				X	X	X	X	PP		PP		

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32. Home-Based Behavioral Systems Family Therapy (Gordon) Donald A. Gordon, Ph.D. Psychology Department Ohio University Athens, OH 45701 740.593.1074 Gordon@ohiou.edu www.familyworksinc.com	Manual costs \$12.00 video tapes \$5.00 training tapes \$250	X		This program is delivered in 5 phases: introduction and credibility, assessment, therapy, education, and generalization/termination. The program is designed to reduce child involvement in juvenile justice system, reduce self-reported delinquency, teen pregnancy, and special class placement, and increase graduation rates and employment.				X						X		E	BP		
33. Home Instruction Program for Preschool Youngsters (HIPPY) Julie Kennedy HIPPY USA 220 E. 23 rd St., Suite 300 New York, NY 10010 888.354.4779 info@hippyusa.org www.c3pg.com/hippy.htm	\$1000- \$1500 per child per year over two years	X		HIPPY's purpose is to prevent academic underachievement by increasing degree and variety of literacy in the home. The goals include empowering parents as educators and advocates for their children, providing children with school readiness skills, enhancing parent-child interaction, improving parenting skills, bringing literacy into the home, reaching hard-to-reach families, promoting dialogue about the education of young children within the community.	X				X					X		E	BP		P
34. I Can Problem Solve (ICPS) Myrna Shure, Ph.D. MCP Hahnemann University 215.762.7205 mshure@drexel.edu	Initial training ranges from \$500 to \$1000 manuals cost \$40	X		ICPS is a cognitive approach that teaches children how to think, not what to think. They learn that behavior has causes, that people have feelings, and that there is more than one-way to solve a problem. ICPS is available in separate volumes for three developmental levels: preschool (contains 59 lessons, each 20 to 30 minutes), kindergarten and primary grades (83 lessons that are covered over the course of four years), and intermediate elementary grades (77 lessons to be covered over a three year period).	X	X				X				X	PP	PP	PP		PP

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35. Incredible Years Lisa St. George Administrative Dir. 888.506.3562 incredibleyears@seanet.com www.incredibleyears.com	Depending on the clientele prices are \$1300-\$500	X		Incredible Years is a set of three separate curricula for parents, teachers, and children. The series is designed to promote emotional and social competence and to prevent, reduce, and treat behavioral and emotional problems in young children.	X	X								X		M	BP		M
36. Iowa Strengthening Families (Also Strengthening Families Program: For Parents and Youth 10-14) Virginia Molgaard, Ph.D. Institute for Social and Behavioral Research Iowa State University Center for Rural Health 2625 North Loop Drive Iowa State University Ames, IA 50010 515.294.8762 vmolgaar@iastate.edu www.extension.iastate.idu/sfp	\$3500-\$4000 for 2 day training; \$775 for teaching materials; staff time plus \$500. for family supplies	X		The long-range goal of the SFP 10-14 curriculum is reduced substance use and behavior problems during adolescence. Intermediate objectives include improved skills in nurturing and child management by parents, improved interpersonal and personal competencies among youth, and prosocial skills in youth. Parents of all educational levels are targeted and printed materials for parents are written at an 8 th grade level. The SFP 10-14 has seven two hour sessions for parents and youth who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Four booster sessions are designed to be used six months to one year after the end of the first seven sessions..			X		X			X		X			BP		PP
37. Keep a Clear Mind Martha Hamman University of Arkansas HPER 326A Fayetteville AR 72701 Mhamman@mailuark.edu 501.575.5639	★\$1000 plus expenses for ½-day training. ★\$3.95 for implementation per student.	X		Greater knowledge of the effects of tobacco and the reduction of the onset of substance use. This is a parent-child interaction that gains knowledge of drug and alcohol at the same time.			X				X	X	X			M	BP		

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38. Let Each One Touch One Mentoring Program Vicki Tomlin Ph.D. Denver Public Schools 4051 S. Wabash St. Denver, CO 80237 303.796.0414 vtomlin@dnvr.uswest.net	*Transportation: \$400-\$800 for 16-20 weeks * \$200-\$300 for supplies * \$2000-\$4000 for scholarships * 2.5 days of a psychologist's services	X		Let Each One Teach One (LEOTO) Mentor Program is specifically for at-risk, black male adolescents. The goals of the program center on increasing the academic success of students. The program measures its effectiveness by monitoring improved grades, enhanced self-efficacy, improved behavioral conduct, improved self-perceptions, fewer office referrals, fewer suspensions, and improved attendance. Weekly sessions last 60 minutes. Mentors are brought to the mentee's schools where they meet from 3:00-4:00.		X	X							X	PP				
Life Skills Training (LST) National Health Promotion Assoc., Inc. 141 S. Central Ave. Suite 208 Hartsdale, NY 10530 Ph: (914) 421-2525 Fax: (914) 683-6998 E-mail: training@nhpanet.com http://www.lifeskillstraining.com	\$7.00/ student/ year + training @ \$2000/ day for 1-2 days	X		3-year intervention to prevent or reduce gateway drug use (alcohol, tobacco, marijuana), primarily implemented by teachers in classrooms. 15 sessions in year 1, 10 sessions in year 2, and 5 sessions in year 3. Sessions=45 min. long. Can be done once/week or as an intensive mini-course. Teaches 1) general self-management skills, 2) social skills, 3) information and skills directly related to drug use.			X			X	X	X	X		Ex	M	BP	E	M
39. Linking the Interests of Families and Teachers (LIFT) J. Mark Eddy Ph.D. Researcher Oregon Social Learning Ctr. 160 East 4 th Avenue Eugene, OR 97401 541.485.2711 marke@oslc.org www.oslc.org	*Leader training for 15-30 hours *5 hours of playground monitor's training *Cost of .5 FTE school psychologists to deliver program *Training, home visits, manual, videotapes	X		LIFT is a school-based intervention for the prevention of conduct problems such as antisocial behavior, involvement with delinquent peers, and drug/alcohol use. LIFT targets the school, peers and the family. The classroom component contains 20, one-hour sessions taught over ten weeks. A modification of the Good Behavior Game serves as the playground component. Parents are taught how to create a home environment that is most conducive to the ongoing practice of good discipline through a series of six meetings at their child's school.		X					X	X		X	PP	PP			PP

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40. Lions Quest Skills for Adolescents Greg Long Quest International 1984 Coffman Road Newark, OH 43055 740.522.6400 gregl@quest.edu www.quest.edu	★\$450 per teacher the first year includes 2-day training and class materials ★After first year, cost of materials is \$5.95 per student ★10-day train the trainer program	X		Skills for Action is an innovative and flexible curriculum that moves beyond the classroom to build essential life and citizenship skills through community and school-based service-learning experiences. Created to help young people become personally and socially responsible citizens, Skills for Action offers students the opportunity to gain the knowledge and skills to make positive contributions at home, at school, in the community and workplace.				X						XX	PP	E	BP		
41. Lions-Quest Working Toward Peace Greg Long Quest International 1984 Coffman Road Newark, OH 43055 740.522.6400 gregl@quest.edu www.quest.edu	\$90.00 per teacher plus \$4.00 per student Optional 1 day training for up to 50 participants 5 day train the trainer available	X		Lions-Quest Working Toward Peace is a school-based, comprehensive program designed to teach and reinforce a repertoire of anger management and conflict resolution skills. It brings together the school, the family, peers, the community, and the media in a network of support to teach and reinforce Anger and conflict management skills. It is specifically designed to address the developmental needs of adolescents ages 10 through 14. The major goals of the program are to help students understand the value of peaceful conflict resolution, to study peaceful role models, and to learn ways to manage anger and resolve conflicts peacefully.			X			X					PP				

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42. Michigan Model for Comprehensive School Health Education Don Sweeney Michigan Dept. of Community Health School Health Unit 3423 N. Martin Luther King Blvd. Lansing, MI 48909 517.335.8390 sweeneyd@state.mi.us www.emc.cmich.edu	★\$30 per curriculum manual for grades K-6 ★\$20 per curriculum manual for grades 7-12 ★\$450 per classroom average cost for grades K-12 ★\$250 for training for grades K-6 ★\$150 for training for grades 7-12	X		The Michigan model curriculum facilitates interdisciplinary learning through lessons that integrate health education into other curricula, including language arts, social studies, science, math and art. Teacher training in the implementation of the Model ensures that students and their schools as a whole get maximum benefits from this carefully structured program.		X	X							X	PP				
43. Midwestern Prevention Program Mary Ann Pentz, Ph.D. USC Norris Comprehensive Cancer Center University of Southern California 1441 Eastlake Avenue, MS-44 Los Angeles, CA 90089-9175 323.865.0330 pentz@hsc.usc.edu	Currently under revision		X	A comprehensive, community-based, multi-faceted program for adolescent drug abuse prevention. The MPP involves an extended period of programming. Although initiated in a school setting, it goes beyond this setting into the family and community contexts. MPP strives to help youth recognize the tremendous social pressures to use drugs and provides training skills in how to avoid drug use and drug use situations. These skills are initially learned in the school program and reinforced through the parent, media and community org. components.			X		X		X	X			Ex				M

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		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensive Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
44. Minnesota Smoking Prevention Program Ann Standing Hazelden Info and Educational Services 15251 Pleasant Valley Road PO Box 176 Center City, MN 55012 800.328.9000 Ext. 4030 astanding@hazelden.org http://www.hazelden.org	★\$148 for program kit, including facilitator's manual, and student materials ★\$1750 for 1 st day of training, \$1500 for 2 nd day (2-day training) for up to 30 participants ★National training available	X		The Minnesota Smoking Prevention Program (MSPP) is a school-based curriculum designed for students ages 11 to 15. The goals of the program are to prevent students from beginning to use tobacco, to help students stop using tobacco if they have experimented with it, and to help students influence friends and family members not to use tobacco. MSPP is specifically designed to help adolescents in five ways: 1) to learn why people start using tobacco; 2) to discover that nonuse of tobacco is normative behavior; 3) to practice skills for resisting peer pressure to use tobacco; 4) to recognize covert messages in tobacco advertising; and 5) to determine their own personal reasons for not using tobacco. Peer leaders are an essential component of MSPP; they lead many of the activities throughout the six-session curriculum.			X					X			PA				
45. Multi-Dimensional Treatment Foster Care (Also OSLC Treatment Foster Care) Gerard Bouwman TFC Consultants 160 E. 4 th Avenue Eugene OR 97401 Gerryb@oslc.org 541.485.2711	\$2691 per youth per month, the avg. stay is 7 months	X		Community families are recruited, trained, and closely supervised to provide MTFC-placed adolescents with treatment and intensive supervision at home, in school, and in the community. Clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers are emphasized. Behavior management methods are provided youth through a structured and therapeutic living environment. Family therapy is also provided for the youth's biological family, with the ultimate goal of returning the youth back to the home.			X	X	X					X	Ex	M	BP		M

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46. MultisystemicTherapy Marshall Swenson Manager of Program Development MST Services 712 J. Dodds Blvd. Mt. Pleasant SC 29464 843.856.8226 www.mstservices.com	Training: *Pre-assessme nt of interested sites is done via telephone *Upcomin g training listed on web site at www.mstservices.com Program Costs: *\$4000- \$8000 per family *Minimum program capacity is 30 families per year	X		MST is an intensive family and community based treatment that addresses the multiple determinants of serious antisocial behavior in juvenile offenders. MST targets chronic, violent, or substance abusing male or female juvenile offenders, ages 12 to 17 at high risk of out-of-home placement, and the offenders' families. MST strives to promote behavior change in the youth's natural environment, using the strengths of each system to facilitate change.			X	X	X					X		M	BP		M
47. Nurse-Family Partnership Matthew Buhr-Vogl Site Development Specialist 303.864.5839 Buhr-Vogl.Matthew@tchden.org	*Estimate d at \$780,000 for 100 families over three years (varies according to local nursing salaries)	X		The Nurse-Family Partnerships is offered to low-income women who are pregnant for the first time and to their families. The NFP trains nurses to make home visits following program guidelines that are adapted to the unique needs of each family. Visits are scheduled every two weeks over 2.5 years.					X					X		M	BP		M

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48. Open Circle Curriculum Pamela Seigle 106 Central Street Wellesley, MA 02481-8203 781.283.3778 pseigle@wellesley.edu www.wellesley.edu/opencircle	*Curriculum guide is available for each grade level *\$750 per teacher for yearlong training activities and curriculum, including lessons, handouts, and newsletters	X		This program is a year-long, grade-differentiated with accompanying training for teachers and other adults in the school community, which fosters positive relationships, a cooperative classroom environment and skills in solving interpersonal problems. Lessons are taught twice a week for 15 to 30 minutes throughout the school year.		X								X	PP				
49. PATHS Curriculum (Promoting Alternative Thinking Strategies) Channing Bete Company One Community Place South Deerfield MA 01373-0200 PrevSci@channing-bete.com 877.896.8532	Program costs over a 3-year period would range from \$15/student/year to \$45	X		PATHS is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children. The program focuses on emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills.		X								X	PP	M	BP		M
50. PeaceBuilders Jane Gulibon Heartstrings, Inc. PO Box 12158 Tucson, AZ 85732 800.368.9356 custrel@heartstrings.org www.peacebuilders.com	*\$100 annually after first year for site license and materials *Training costs and materials range from \$1250-\$3000 depending on grade level	X		Peace builders should be viewed as a way of life rather than a program because it attempts to change the characteristics of the school setting that trigger aggressive, hostile behavior. Peace Builders is established first in school and then extended into the community. The program is designed to create a more positive climate in the school. Students and teachers are trained to model positive behaviors.		X								X	PP				

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51. Peacemakers Program: Violence Prevention for Students in Grades 4 through 8 Jeremy Shapiro Applewood Centers, Inc. 2525 East 22ne St. Cleveland, OH 44115 216-696-5800, ext. 1144 jeremyshapiro@yahoo.com	★Average s \$11 per student ★\$150 per hour plus expenses for the 6-8 hours of training	X		The Peacemakers Program is a school-based violence prevention intervention. Its goal is to reduce aggression and violence among participating youths. Aggressive behavior is reduced across a broad spectrum of severity, ranging from hurtful speech, to physical fighting, to use of weapons. The Peacemakers program attempts to positively change violence-related attitudes and to train students in conflict-related psychosocial skills, including anger management, unbiased social perception, conflict avoidance, problem-solving, and assertiveness.			X			X					PP				
52. Peers Making Peace Susan Armoni Executive Director PeaceMakers Unlimited, Inc. 2095 N. Collins Blvd., Suite 101 Richardson, TX 75080 972.671.9550 Susan.armoni@pmuinc.com	★\$550- \$1010 for training ★Average s \$1.64 per student	X		Peers Making Peace (PMP) is an innovative peer-mediation program that uses a preventive approach for handling conflicts both in and out of school. The program's goal is to improve the school environment by reducing violence, assaults, and discipline referrals and increasing academic performance. This is accomplished by training teams of students to act as peer mediators on their school campus.			X	X						X	PP				
53. Perry Preschool Parent Child Development/High Scope David Weikart, Ph.D. High Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-0704 734.485.2000 www.highscope.org/research/RESPE R.HTM	★\$2850 per person for training ★Program costs \$57,000 for 20 participants	X		The Perry Preschool Program is a two-year intervention that operates 2.5 hours per day, 5 days per week, for seven months per year, and includes weekly home visitations by teachers. Its success is largely due to the following: a developmentally appropriate curriculum that views children as active, self-initiated leaders, small classrooms of 20 children and 2 staff, staff are well trained in early childhood development/education, and ongoing monitoring and evaluation of both teachers' activities and children's behaviors and development.	X low socio - econ omic famili es				X	X				X		M	BP		PP

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		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensive Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
54. Positive Action Program Dr. Carol Berber Allred Positive Action, Inc. 264 Fourth Avenue South Twin Falls, ID 83301 208.733.1328 800.345.2974 paction@micron.net	★\$600 per day for on-site training ★Curriculum kits range from \$60 to \$400	X		Positive Action staff or school personnel conduct training/staff development prior to beginning the program by using the Positive Action workshop materials. The Principal or coordinator of the committee guides it. All the classroom teachers teach the curriculum 15 minutes a day, 4 days a week, using the grade appropriate kit. The program is based on the philosophy that “you feel good about yourself when you do positive actions.”		X	X		X	X					PP	M	BP		
55. Preparing for the Drug-Free Years Dan Chadrow Developmental Research and Programs, Inc. 130 Nickerson St., Suite 107 Seattle, WA 98109 800.736.2630 Ext. 162 moreinfo@drp.org	\$695 for complete program	X		Preparing for the Drug Free Years is a series of workshops for parents that aims to reduce the likelihood that children in grades 4-8 will develop substance abuse and other problem behaviors in adolescence.		X	X					X			PP	M	BP		PP
56. Preventing High Risk Drinking & Alcohol Trauma: A Community Trial (Also Community Trials Intervention to Reduce High Risk Drinking/RHRD) Harold D. Holder, Ph.D. Prevention Research Center 2150 Shattuck Avenue, Suite 900 Berkeley CA 94704 510.486.1111 holder@prev.org	Contact Prevention Research Center for Cost	X		A 5-component, community-level intervention program matching 3 experimental communities to 3 comparison communities. The 5 interacting components include: a “Community Knowledge, Values and Mobilization” component to develop community organization and support for the goals and strategies of the project; a “Responsible Beverage Service Practices” component to reduce the risk of intoxicated and/or underage customers in bars and restaurants; a “Reduction of Underage Drinking” component to reduce underage access; “Risk of Drinking and Driving” component to increase local driving while intoxicated enforcement efficiency and reduce drinking and driving; and an “Access to Alcohol” component to reduce availability of alcohol.					X		X					M	BP		

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57. Preventive Treatment Program Richard Tremblay, Ph.D. University of Montreal, GRIP 3050, Edouard-Montpetit Montreal, Quebec Canada H3T 1J7 514.343.6963 gripnet@ere.umontreal.ca	Research project; materials and training not available		X	The program is designed to prevent antisocial behavior of boys who display early problem behavior. Provides training for both parents and youth to decrease delinquency, substance use, and gang involvement. PTP combines parent training with individual social skills training. Parents receive an average of 17 sessions that focus on monitoring their children's behavior, giving positive reinforcement for prosocial behavior, using punishment effectively, and managing family crises. Boys receive 19 sessions aimed at improving prosocial skills and self-control.		X Boys				X									PP
58. Primary Mental Health Project Deborah B. Johnson 274 N. Goodman Suite D103 Rochester, NY 14607 716.295.1000 djohnson@childrensinstitute.net www.childrensinstitute.net	★\$250 per year per child is the estimated cost ★Training material is available through Children's Institute	X		PMHP is designed to help detect and prevent social, emotional, and school adjustment problems. It also improves learning skills and other school-related competencies. Young children are the target. The program is comprised of five structural components: early screening to detects school adjustment difficulties, paraprofessionals to deliver services to children, mental health professionals who become supervisors, trainers and consultants as resources and ongoing program evaluation.	X	X	X							X	PP				
59. Project ACHIEVE Howard M. Knoff, Ph.D. Professor of School Psychology 8505 Portage Road Tampa, FL 33647 813.974.9498 knoff@tempest.coedu.usf.edu www.coedu.usf.edu/projectachieve	★\$1500 per day, plus expenses for 2-day training ★Various materials and curricula available at various costs.	X		Stop and Think Social Skills Program is a school wide training and classroom-based intervention to maximize academic, social, emotional, and behavioral outcomes for all students. It focuses on developing an effective school-wide Positive Behavioral Support and Management System using pro-social, student self-management and self-control skills. It helps develop teacher, grade-level and building wide accountability systems; staff and student consistency; and other safety and crisis-prevention approaches that result in safer, more positive schools.		X	X							X		M	BP		

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60. Project ALERT Leslie Thompson BEST Foundation Project Alert 725 S. Figueroa St. Suite #1615 Los Angeles, CA 90017 (800) 253-7810 ALERTplus1@aol.com	\$125 per teacher	X		Project ALERT is a drug-prevention program for middle-grade students that focuses on alcohol, marijuana, cigarettes and inhalants. Its goals are to prevent adolescents from beginning drug use, to prevent those who have experimented with drugs from becoming regular users, and to prevent or curb the risk factors demonstrated to predict drug use. The curriculum consists of 11 lessons in sixth or seventh grade and three booster lessons 12 months later..			X				X	X	X		Ex	M	BP		
61. Project BASIS Ellen Czeh, Office Manager Gottfredson Associates, Inc. Behavioral Science Research and Development 3239 B Corporate Court Ellicott City, Maryland 21042 410.461.5530 or 888.733.9805 ellenczeh@gottfredson.com	\$45.00 for BASIS training materials. This is a research project, not a package being disseminated or marketed.	X		Project BASIS is a school-wide discipline management program that includes clarifying and enforcing rules, improving classroom organization, and replacing punitive strategies with positive reinforcement. A school improvement team, consisting of teachers and administrators appointed by the principal, leads and coordinates program preparation and implementation by reviewing and revising discipline policies, orienting faculties to the program, developing strategies for implementation, recruiting additional teachers to join the team, monitoring implementation of the new strategies, and providing constructive feedback and technical assistance to teachers and staff.					X		X	X	X	X		PP	BP		PP
62. Project CARE Denise Gottfredson, Ph.D. University of Maryland LeFrak Hall, Room 2220D College Park, MD 20742 301.405.4717 www.gottfredson.com	Research project; materials not available		X	A school-wide intervention designed to address discipline practices through classroom management techniques and instructional innovation, such as cooperative learning and a career exploration program. This program focuses on the school culture and climate.			X							X			BP		

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		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensive Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
63. Project Northland: An Alcohol Prevention Curriculum Ann Standing Hazelden Information & Educational Services 15251 Pleasant Valley Road PO Box 176 Center City, MN 55012 Ph: (800) 328-9000 (Ext. 4030) Fax: (651) 213-4577 E-mail: astanding@hazelden.org http://www.hazelden.org	The curriculum for all three grades \$59. on-site training \$3000.	X		Project Northland is a multilevel, multiyear alcohol use prevention program for students in grades six through eight. Its goals are to delay the age when young people begin drinking, to reduce alcohol use among those who have already tried drinking, and to limit the number of alcohol-related problems among youths. The program addresses both individual behavioral change and environmental change through student participation and experiential learning at home and in peer led classroom activities.			X Rural lower middle class-middle class				X	X	X		Ex	M	BP		PP
64. Project PATHE – Organizational Change in School Gary and Denis Gottfredson Gottfredson Associates, Inc. 3239 B Corporate Court Ellicott City, MD 21042 410.461.5530 gottfredson@gottfredson.com	★\$3000 for 2-day training (30 parts) ★\$650 for complete curriculum	X		Project PATHE is comprised of five major components: staff, student and community participation in revising school policies and designing and managing school change, school-wide organizational changes aimed at increasing academic performance, school-wide organizational changes aimed at enhancing school climate, programs to prepare students for careers, and academic and effective services for high-risk youth.				X		X				X			BP		PP
65. Project STAR (Also Midwestern Prevention Project) Angela Lapin, Project Manager Institute for Health Promotion and Disease Prevention Research University of South Carolina 1441 Eastlake Avenue, MS-44 Los Angeles, CA 90033-0800 323.865.0325 lapin@hsc.usc.edu	Under Revision Not currently available		X	Project STAR, also called the Midwestern Prevention Project, is a comprehensive, community-based program to prevent or reduce adolescent substance abuse. Its primary goal is to prevent or reduce gateway substance use. The following program components are introduced in sequence to communities: school, parent, community organization, and health policy , with utilization of the mass media to publicize positive efforts for drug prevention.			X	X	X			X			PA	E	BP	E	M

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		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensive Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
66. Project STATUS Denise Gottfredson 2220D Le Frak Hall College Park, MC 20742 301.405.4717 dgottfredson@crim.umd.edu	Research Project/ Materials and training not available		X	Project STATUS is school-based program that helps students become active, responsible members of their community. The project provides a more challenging and relevant educational experience. It increases students' pro-social behaviors by providing contact with positive adult role models, enhancing stakes in conformity and altering peer relationships.			X	X		X							BP		PP
67. Project SUCCESS Ellen More house, M.S.W. CASAC CPP Student Assistance Services Corp. 660 White Plains Road Tarrytown, NY 10591 914.332.1300 sascorp@aol.com	Manual is \$150.	X		Schools Using Coordinated Community Efforts to Strengthen Students is a selective and indicated program designed to prevent and reduce substance use and abuse among high-risk, multi-problem adolescents in alternative schools. This project places highly trained professionals in alternative schools to provide a full range of substance abuse prevention and early intervention services. The counselors use the following strategies: information dissemination, normative and prevention education, problem identification and referral, community-based processes, and environmental approaches. The work is done individually as well as in small groups and continues to focus on communication, decision-making, stress and anger management, problem-solving and resisting peer pressure.				X			X	X	X			M	BP		
68. Project Toward No Tobacco Use (TNT) Sande Craig ETR Associates 1000 South Fremont, Suite 6314 Alhambra, CA 91803 626.457.5887 svcraig@hsc.usc.edu	*2-day training available *\$45 for class materials *Other materials available	X		Project TNT is a comprehensive, 10-day curriculum that provides students with the information and skills needed to say no to tobacco use. The program educates students about the short-and long-term negative physiologic and social consequences of tobacco use, while addressing social influences and peer norms and building refusal skills. The program addresses cigarettes and smokeless tobacco		X	X	X					X		Ex	M	BP		

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69. Quantum Opportunities Mr. C. Benjamin Lattimore Opportunities, Industrialization Centers of America 1415 N Broad Street Philadelphia PA 19122 215.236.4500 x251 www.charityadvantage.com/oicworld/QOP.asp	The cost for four years per participant \$10,600	X		QOP is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities as well as financial incentives over a four-year period, from ninth grade through high school graduation. QOP is designed to serve adolescents from families receiving public assistance.				X		X							BP		M
70. Reconnecting Youth: A Peer Group Approach to Building Life Skills Leona L. Eggert, R.N., Ph.D. FAAN Developer and Principal Investigator University of Washington School of Nursing PCH Department, Box 357263 Seattle, WA 98195-7263 206.543.9455	*\$750 per day, plus expenses for 4 to 5 days (max 7 participants) *\$250 plus shipping for materials	X		This is a school-based program that targets students who are at high risk for dropping out, who may demonstrate multiple problem behaviors, such as substance abuse, aggression, and depression. The semester long program emphasizes three primary goals: increasing school performance, decreasing drug involvement, and improving mood management. The program incorporates social support and life skills training into a daily, semester-long class using an 80-lesson curriculum. In addition, program staff monitors class attendance, school achievement, moods, drug involvement and social interactions, and help establish drug-free social activities and friendships.				X						X		M	BP	E	
71. Residential Student Assistance Program Ellen R. Morehouse, ACSW, CASAC Student Assistance Services 660 White Plains Road Tarrytown NY 10591 914.332.1300 sascorp@aol.com www.sascorp.org/residesap.htm	*\$375, plus expenses per person, includes materials (5 days)	X		The target is the juvenile offender placed in residential settings. The program model was based on successful Employee Assistance Programs. The RSAPs employ highly trained, professional counselors to provide culturally sensitive substance use prevention and intervention services and to change the culture and norms of the facility.			X	X			X	X	X			M	BP		

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72. Responding in Peaceful & Positive Ways (RIPP) Aleta L. Meyer, Ph.D., Assistant Professor of Psychology Virginia Commonwealth University PO Box 2018 Richmond, VA 23284-2018 (804) 828.0015 1.888.572.1572 ameyer@saturn.vcu.edu	Not available at this time.		X	This program combines classroom instruction with real-life opportunities for conflict resolution and achievement. One person is a trained prevention specialist who models pro-social attitudes and behaviors. The program consists of a 25-session 6 th grade curriculum, school-wide peer mediation, and 7 th and 8 th grade boosters. The purpose of the developmentally appropriate RIPP curriculum is for a valued adult role model to teach students knowledge, attitudes, and skills that promote school-wide norms for non-violence and positive risk-taking. The prevention specialist must be committed to doing whatever needs to be done to prevent violence, create a caring community, and support pro-social norms and expectations.			X			X					PP	E			
73. SAFE Children Project Patrick Tolan, Ph.D. Institute for Juvenile Research Department of Psychiatry University of Illinois at Chicago 840 South Wood Street Chicago, IL 60612-7347 312.413.1893 tolan@uic.edu	Consultation required to implement the program. Contact Developers for cost and training	X		This family-focused prevention program is for families with children ages 6 through 8. The program demonstrated greater use of effective parenting practices.		X			X					X		M	BP		
74. Say It Straight Training Paula Englander-Golden Ph.D. Professor and Director University of North Texas PO box 310919 Denton, TX 76203-0919 940.565.3290 golden@scs.cmm.unt.edu or golden@unt.edu www.sayitstraight.org	★\$550 per person for Basic training	X		Say It Straight is a training program that results in improved communication skills, and pro-social behaviors, increased self-awareness, positive relationships, personal and social responsibility, decreased risky or destructive behaviors, such as alcohol, tobacco and other drug use, violence, precocious sexual behavior and behaviors leading to HIV/AIDS.		X	X	X		X	X	X	X	X	PP				

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		Y	N		Preschool	Elementary	Middle School	High School	Families	Violence	Alcohol	Drugs	Tobacco	Comprehensive Behavior	USDE	CSAP	Western CAPT	NIDA	Blueprints
75. SCARE Program D. Scott Herrmann, Ph.D. Tripler Army Medical Center One Jarrett White Road TAMC Hawaii 96859-5000 808.433.27387 don.herrmann@haw.tamc.amedd.army.mil	★\$49.99 for leader's manual and student workbook ★No other training necessary	X		The SCARE Program is an anger and aggression management program for children and adolescents. The primary goals of the program are to teach young people about emotions, including anger and aggression, and to help them recognize alternatives to violent behavior and aggressive responses. It also aims to encourage young people to make good decisions in response to provocative situations.			X			X					PP				
76. Second Step: A Violence Prevention Curriculum Client Support Services at Committee For Children 2203 Airport Way South, Suite 500 Seattle, WA 98134 (800) 634.4449 www.cfchildren.org	★\$379 for train the trainer workshop ★\$259 to \$545 for curricula depending on grade	X		Second Step is a violence prevention curriculum that teaches social and emotional skills, covering grades pre-K-9. The program is taught by a classroom teacher and a youth agency staff. The skills of empathy, impulse control, problem solving and anger management are taught. Each lesson is scripted for ease of use and frequently employs role-play as a teaching technique. The family guide to Second Step teaches parents the same skills their children are learning in school.	X	X	X			X					Ex	M			
77. Skills Opportunities and Recognition (SOAR) (Formerly Seattle Social Development Project)) Channing L. Bete Company, Inc. 200 State Road South Deerfield MA 01373 877.896.8532 www.channing-bete.com	In development/program not available at this time.		X	SOAR is a school-wide climate program for elementary schools. It promotes the healthy development of young people by increasing skills for successful participation in the family and school, peer group, and community; providing opportunities for active involvement in family and school; and consistent recognition for effort and improvement. SOAR provides social skills training for elementary students, training for teachers to improve methods of classroom management, and instruction on providing developmentally sequenced parenting workshops.		X			X					X	PP	E	BP	E	PP

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78. SMART Leaders and SMART Moves Tena L. St. Pierre, Ph.D. D. Lynne Kaltreider, M.Ed. Ms. Mylo Carbia-Puig 1230 West Peachtree Street, NW Atlanta, GA 30309-3447 404.487.5766 mcpuig@bgca.org www.bgca.org	Contact Boys and Girls Club		X	SMART leaders is a 2-year, sequential booster program for youth who have completed Stay SMART, a component of Boys and Girls Club of America's Stay SMART program. Smart Leaders is composed of three parts: educational curriculum focusing on self-esteem; coping with stress; and resisting pressures to use drugs and engage in sexual activity, peer leadership activities, and monthly youth activities.				X						X		E	BP		
79. SMART Team (Students Managing Anger & Resolution Together) Kris Bosworth Ph.D. Smith Endowed Chair in Substance Abuse Education University of Arizona PO Box 210069 Tucson, AZ 85721-0069 520.626.4964 bosworthk@u.arizona.edu www.drugstats.org	Software: ★\$195 single user ★\$395 multi user ★\$595 Network	X		SMART Team is a software program designed for universal violence prevention. This is not a substance abuse prevention program but addresses many of the same risk and protective factors that affect substance abuse. This program eliminates the need for adult instructors because of its independent, computer-based instruction. It is a consistent program from one presentation to the next.			X			X					PP	M			
80. Social Competence Program for Young Adolescents Roger P. Weissberg, Ph.D. Department of Psychology University of Illinois at Chicago 1007 West Harrison Street Chicago, IL 60607-7137 312.413.1012 rpw@uic.edu	\$90 for skills training manuals	X		SCPP-YA is a 45 session social and emotional learning program that has 3 modules. The first module includes 27, 40-minute lessons of intensive instruction in self-control, stress management, social problem solving and communication skills. The other modules include two 9-session programs that teach students to apply these personal and social competencies to the prevention of substance use and high-risk sexual behavior.		X	X				X	X		X		E	BP		

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81. Social Decision Making/Problem Solving Linda Bruene-Butler University of Medicine and Dentistry 335 George Street New Brunswick, NJ 08901 800.642.7762 SPSWEB@UMDNJ.EDU www.umdj.edu/spsweb/news.htm	*\$750-\$1550 per day for training, depending on school needs * \$75 for Curriculum Guide per building * \$35 to \$50 for class materials	X		This program is aimed at the promotion of emotional intelligence, which enables children to pursue healthy life choices. The practice of these skills is easily infused into existing academic curricula.		X								X	PP				
82. STARS for Families Chudley E. Werch, Ph.D.,CHES,FAAHB University of North Florida College of Health 4567 St. Johns Bluff Road, South Bldg. 39/3042A Jacksonville, FL 32224-2645 904.620.2847 cwerch@unf.edu	*\$1500 for 1-day training * \$2000 for 2-day training * \$299 Implementation	X		STARS for Families includes media-related, interpersonal, and environmental prevention strategies matched to the specific initiation, change stage, and risk and/or protective factors of individual children. This is a health promotion program designed to prevent alcohol use among middle and junior high school students.			X				X					M	BP		
83. Stopping Teenage Addiction to Tobacco (STAT) Joseph R. DiFranza, M.D. University of Massachusetts Med. School 55 Lake Avenue Worcester, MA 01655 508.856.5658 difranzj@ummhc.org	No Training, Materials or Technical Assistance are available for this program		X	Preventing tobacco use by reducing the availability of tobacco to youth. Optimal results with the STAT program are obtained by adopting and enforcing State and local laws that license all tobacco vendors, eliminate tobacco vending machines, assign responsibility for enforcing the law, provide funding for the enforcement agency, require clerks to obtain photographic proof of age from all customers who are under the age of 25, and enforce the suspension or revocation of a vendor's license for repeated violations.				X					X			E	BP		

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84. Strengthening Families Connie Tait, Ph.D. University of Utah Department of Health Promotion and Ed. 250 S. 1850 East Room 215 Salt Lake City, UT 84112 801.585.9201	Set of six manuals is \$175 Off-site training for facilitators \$3500	X		Parents and children attend 14 weekly two-hour sessions. Parents and children attend separate sessions in the first hour, during which parents learn about family management and parenting skills and children focus on social skills, and in the second hour they come together for family skills training. To increase participation, incentives such as snacks, transportation, childcare, and rewards are used.		X			X	X	X	X	X	X	Ex	M	BP	E	PP
85. Teenage Health Teaching Models Chris Blaber Education Development Center Inc., 55 Chapel Street Newton, MA 02458-1060 617.969.7100 edcorders@abdtintl.com	★\$1000 for complete 6-12 curriculum ★\$7.20 average cost per student for handouts. ★Training additional	X		THTM is a comprehensive school health curriculum for grades 6 th through 12 th . It provides adolescents with the knowledge, skills and understanding necessary to act in ways that enhance their immediate and long-term health. The following essential health skills are highlighted in every THTM module: risk assessment, self-assessment, communication, decision-making, goal setting, health advocacy, and healthy self-management.			X	X						X	PP	PP	PP		
86. The Think Time Strategy J. Ron Nelson Ph.D. Research Professor University of Nebraska, Lincoln Center for At-Risk Children Services Barkley Center Lincoln, NE 68583-0738 402.472.0283 rnelson8@unl.edu	★\$49 for video-based training	X		The Think Time Strategy addresses disruptive behaviors in a manner that alleviates many of the problems associated with traditional classroom management approaches used in elementary schools. Teachers send a disruptive student to a Think Time classroom, where a different teacher directs the student to a Think Time desk and initiates a debriefing process after a student has had “thinking time.”		X	X							X	PP				

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87. Project Toward No Drug Abuse (TND) Steve Sussman, Ph.D. Institute for Health Promotion & Disease University of Southern California 1540 Alcazar CHP209 Los Angeles, CA 90089 323.442.2589 ssussman@hsc.usc.edu	Training: ★\$500 per day, plus expenses Materials: ★\$70 Teacher manual ★\$50 Student Workbook (set of 5) ★\$40 Drugs and Life Dreams video	X		The current version of TND consists of 12 45-minute interactive sessions, which provide an awareness of stereotyping influences, drug use myths, the course of addiction and other consequences of use, and the important of health as a value. The sessions emphasize listening, communication, pro-social coping skills, conflict management, tobacco cessation and self-control skills; as well as the connections between thinking, choices and behavior.				X				X				M	BP		
88. Yale Child Welfare Project Victoria Seitz Scientist Yale University – Department of Psychology PO Box 208205 New Haven CT 06520	Research project materials currently not available.		X	The Yale Child Welfare Project offers team-based, personalized family support to help disadvantaged parents support their children's development. It specifically targets impoverished families who lack adequate resources for their children and seeks to improve the quality of family life by providing medical, educational, social and psychological services. The success of the project lies in its ability to furnish constant, dependable, and personalized care in a variety of areas. The intervention begins when mothers are pregnant and continues until the infants are 30months old.					X					X					PP